WRITING ASSESSMENT PROGRAM 1988

PRELIMINARY REPORT
GRADE 11 TEST DATA
FRENCH IMMERSION SCHOOLS

Manitoba
Education

89-01476/

MANITOBA WRITING ASSESSMENT 1988

GRADE 11

PRELIMINARY REPORT

FRENCH IMMERSION SCHOOLS

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
MANITOBA EDUCATION

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PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

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PROVINCIAL SCORERS

Gen Babulic - R.D. Parker Collegiate, Mystery Lake School District #2355

Clyde Bramadat - Garden City Collegiate, Seven Oaks School Division #10

George Buri - Vincent Massey High School, Brandon School Division #40

Jacqueline Busby - Lord Selkirk Regional Comprehensive School, Lord Selkirk School Division #11

Ray Cloutier - Green Valley School, Hanover School Division #15

Madeline Coopsammy - Mackray School, Winnipeg School Division #1

Nadine Dzisiak - Grandvir School, Intermountain School Division #36

Henry Gajadhar - Murdoch Mackay Collegiate, Transcona-Springfield School Division #12

John Janzen - Assistant Superintendent, Hanover School Division #15

Royden Josephson - Neelin High School, Brandon School Division #40

Henry Klassen - Lord Selkirk Regional Comprehensive School, Lord Selkirk School Division #11

John Lovelace - St. Norbert Collegiate, Seine River School Division #14

Darlene Malazdrewich - Warren Collegiate, Interlake School Division #21

William Morris - Maples Collegiate, Seven Oaks School Division #10

Lesley Peterson - Sisler High School, Winnipeg School Division #1

Ellsworth Poliah - J.H. Bruns Collegiate, St. Boniface School Division #4

Beverly Reeves - Westwood Collegiate, St. James-Assiniboia School Division #2

Sheila Reid - Elmwood High School, Winnipeg School Division #1

Catherine Robertson - St. Pierre Collegiate, Red River School Division #17

Heather Stone - MacGregor Collegiate, Pine Creek School Division #30

Davis Watson - Westmount High School, Mountain School Division #28

Doug Whiteside - Deloraine Collegiate, Antler River School Division #43

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CHAPTER 1

TEST CONTENT AND SCORING

The 1988 grade 11 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. All students enrolled in English 200 or English 201 in French Immersion programs were tested. The returned sample totalled 177 test papers. Of this number, 158 were enrolled in English 200, 7 were enrolled in English 201, while the remaining 12 students did not indicate which course they were taking.

The test consisted of two writing tasks and a short spelling test. The first writing task, Process Writing, required students to explain how something is done or organized. The second task, Essay Writing, required students to react to a newspaper article by writing a personal opinion piece. The spelling test contained twenty words.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas

5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

CHAPTER 2

RESULTS OF PROCESS WRITING

This chapter presents a summary of the scores assigned on the process writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four process writing scripts along with the marks assigned by the provincial scorers.

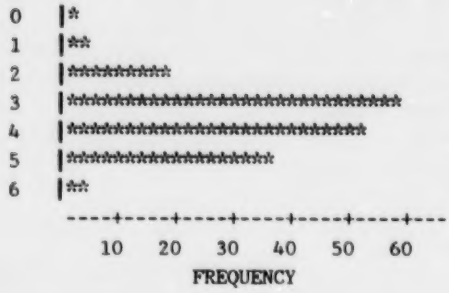
English 200 & 201 Combined

General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	**	2	2	1.1%	1.1%
1		0	2	0.0	1.1
2	**	2	4	1.1	2.3
3		0	4	0.0	2.3
4	*********	9	13	5.1	7.3
5	******************	17	30	9.6	16.9
6	*****************\

Analytic Marking

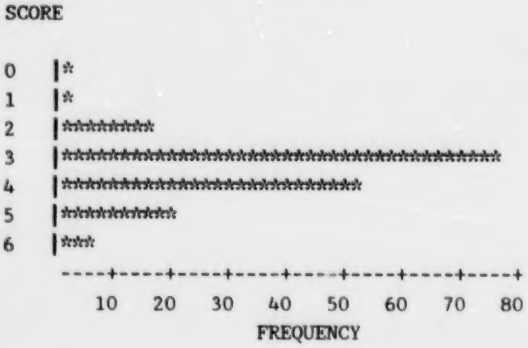
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.1%	1.1%
1	4	6	2.3	3.4
2	18	24	10.2	13.6
3	59	83	33.3	46.9
4	53	136	29.9	76.8
5	36	172	20.3	97.2
6	5	177	2.8	100.0

Mean: 3.61
Standard Deviation: 1.14

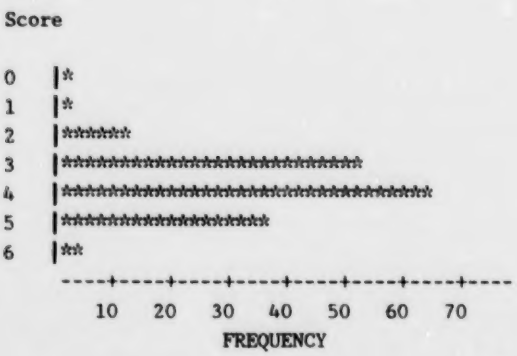
2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.1%	1.1%
1	2	4	1.1	2.3
2	16	20	9.0	11.3
3	77	97	43.5	54.8
4	53	150	29.9	84.7
5	21	171	11.9	96.6
6	6	177	3.4	100.0

Mean: 3.49
Standard Deviation: 1.04

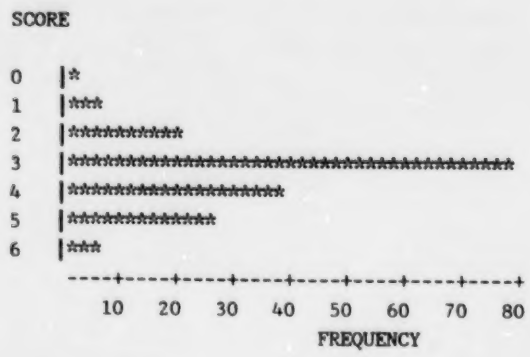
3. FOCUS OR THEME



Score	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	1.7%	1.7%
1	3	6	1.7	3.4
2	13	19	7.3	10.7
3	52	71	29.4	40.1
4	64	135	36.2	76.3
5	37	172	20.9	97.2
6	5	177	2.8	100.0

Mean: 3.71
Standard Deviation: 1.12

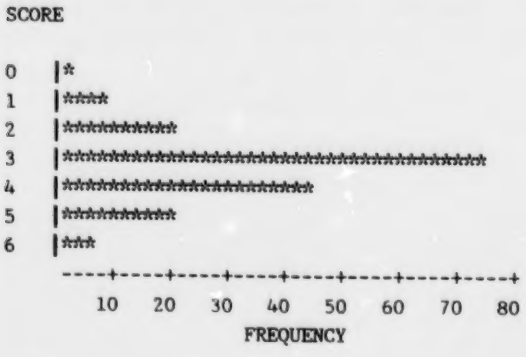
4. IDEAS



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
2	2	1.1%	1.1%
6	8	3.4	4.5
21	29	11.9	16.4
78	107	44.1	60.5
38	145	21.5	81.9
26	171	14.7	96.6
6	177	3.4	100.0

Mean: 3.39
Standard Deviation: 1.15

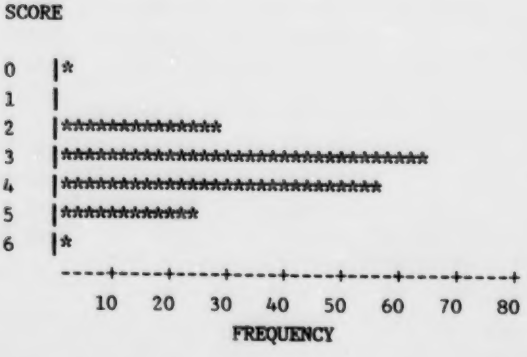
5. CHOICE OF DETAIL/ELABORATION



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
3	3	1.7%	1.7%
8	11	4.5	6.2
21	32	11.9	18.1
74	106	41.8	59.9
45	151	25.4	85.3
20	171	11.3	96.6
6	177	3.4	100.0

Mean: 3.32
Standard Deviation: 1.17

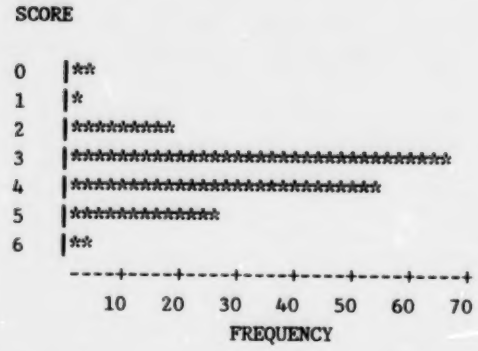
6. SENTENCE STRUCTURE



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
2	2	1.1%	1.1%
1	3	0.6	1.7
28	31	15.8	17.5
64	95	36.2	53.7
56	151	31.6	85.3
24	175	13.6	98.9
2	177	1.1	100.0

Mean: 3.42
Standard Deviation: 1.04

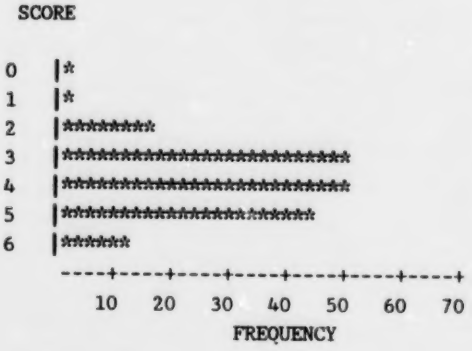
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	4	4	2.3%	2.3%
1	3	7	1.7	4.0
2	19	26	10.7	14.7
3	66	92	37.3	52.0
4	54	146	30.5	82.5
5	27	173	15.3	97.7
6	4	177	2.3	100.0

Mean: 3.47
Standard Deviation: 1.13

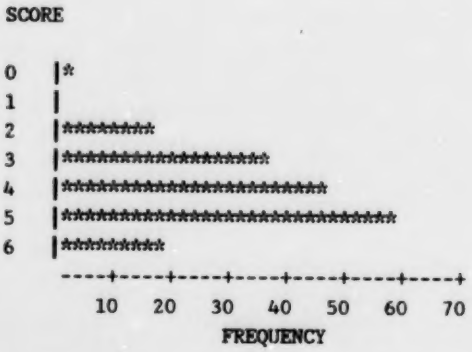
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	1.7%	1.7%
1	2	5	1.1	2.8
2	16	21	9.0	11.9
3	50	71	28.2	40.1
4	50	121	28.2	68.4
5	44	165	24.9	93.2
6	12	177	6.8	100.0

Mean: 3.82
Standard Deviation: 1.23

9. SPELLING



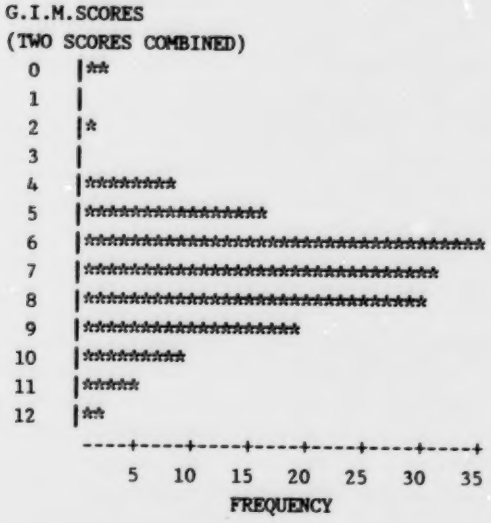
SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.1%	1.1%
1	0	2	0.0	1.1
2	16	18	9.0	10.2
3	36	54	20.3	30.5
4	46	100	26.0	56.5
5	59	159	33.3	89.8
6	18	177	10.2	100.0

Mean: 4.11
Standard Deviation: 1.22

English 200

The following pages present the results for students enrolled in English 200 at the time of testing.

General Impression Marking

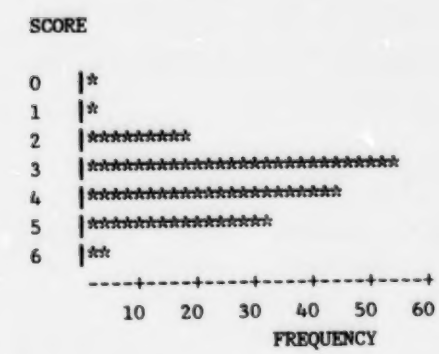


	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.3%	1.3%
1	0	2	0.0	1.3
2	1	3	0.6	1.9
3	0	3	0.0	1 9
4	8	11	5.1	7.0
5	16	27	10.1	17.1
6	35	62	22.2	39.2
7	31	93	19.6	58.9
8	30	123	19.0	77.8
9	19	142	12.0	89.9
10	9	151	5.7	95.6
11	5	156	3.2	98.7
12	2	158	1.3	100.0

Mean: 7.09
Standard Deviation: 1.97

Analytic Marking

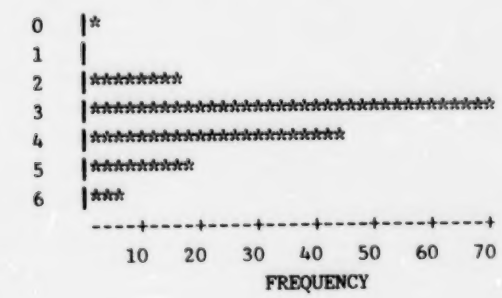
1. ORGANIZATION AND SEQUENCE



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
2	2	1.3%	1.3%
3	5	1.9	3.2
18	23	11.4	14.6
54	77	34.2	48.7
45	122	28.5	77.2
32	154	20.3	97.5
4	158	2.5	100.0

Mean: 3.58
Standard Deviation: 1.14

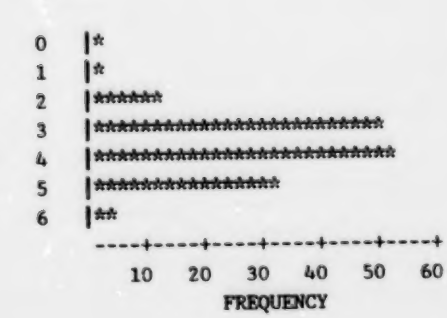
2. WORDING AND STYLE



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
2	2	1.3%	1.3%
1	3	0.6	1.9
16	19	10.1	12.0
70	89	44.3	56.3
45	134	28.5	84.8
18	152	11.4	96.2
6	158	3.8	100.0

Mean: 3.47
Standard Deviation: 1.05

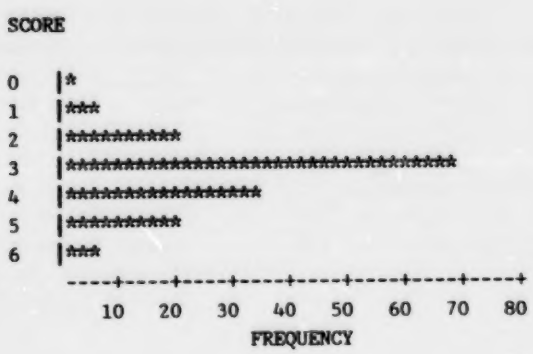
3. FOCUS OR THEME



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
2	2	1.3%	1.3%
2	4	1.3	2.5
13	17	8.2	10.8
50	67	31.6	42.4
53	120	33.5	75.9
33	153	20.9	96.8
5	158	3.2	100.0

Mean: 3.70
Standard Deviation: 1.10

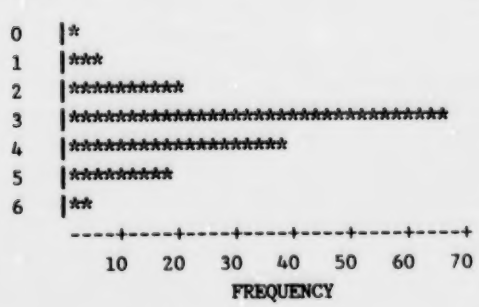
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.3%	1.3%
1	6	8	3.8	5.1
2	20	28	12.7	17.7
3	69	97	43.7	61.4
4	34	131	21.5	82.9
5	21	152	13.3	96.2
6	6	158	3.8	100.0

Mean: 3.35
Standard Deviation: 1.17

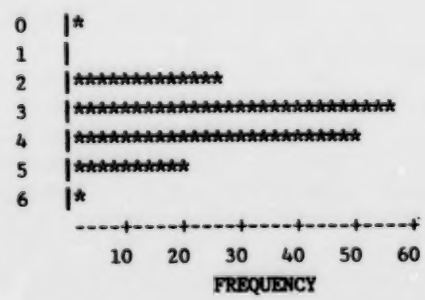
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	1.9%	1.9%
1	7	10	4.4	6.3
2	20	30	12.7	19.0
3	67	97	42.4	61.4
4	38	135	24.1	85.4
5	18	153	11.4	96.8
6	5	158	3.2	100.0

Mean: 3.29
Standard Deviation: 1.17

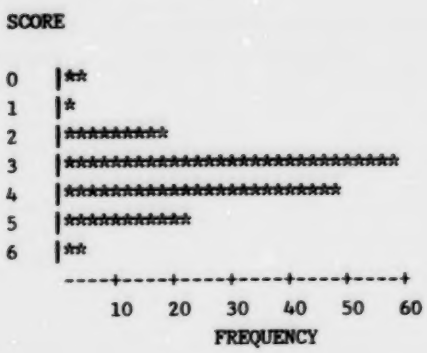
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.3%	1.3%
1	0	2	0.0	1.3
2	27	29	17.1	18.4
3	57	86	36.1	54.4
4	50	136	31.6	86.1
5	20	156	12.7	98.7
6	2	158	1.3	100.0

Mean: 3.40
Standard Deviation: 1.03

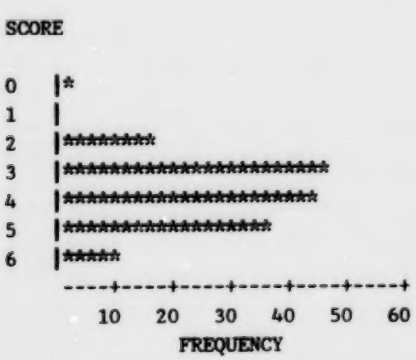
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	4	4	2.5%	2.5%
1	2	6	1.3	3.8
2	19	25	12.0	15.8
3	59	84	37.3	53.2
4	48	132	30.4	83.5
5	22	154	13.9	97.5
6	4	158	2.5	100.0

Mean: 3.44
Standard Deviation: 1.14

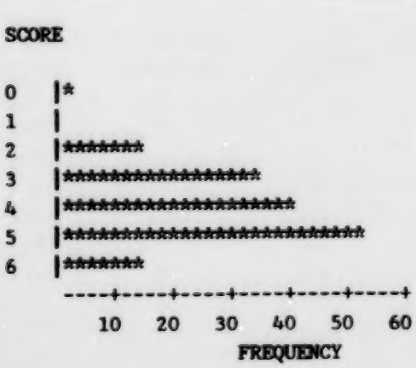
8. PUNCTUATION AND USE OF CAPTIALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	3	3	1.9%	1.9%
1	1	4	0.6	2.5
2	16	20	10.1	12.7
3	46	66	29.1	41.8
4	44	110	27.8	69.6
5	37	147	23.4	93.0
6	11	158	7.0	100.0

Mean: 3.78
Standard Deviation: 1.24

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.3%	1.3%
1	0	2	0.0	1.3
2	14	16	8.9	10.1
3	35	51	22.2	32.3
4	40	91	25.3	57.6
5	52	143	32.9	90.5
6	15	158	9.5	100.0

Mean: 4.07
Standard Deviation: 1.22

English 201

The following pages present results for students enrolled in English 201 at the time of testing. Results must be interpreted with extreme caution since the sample size is so small.

General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|	0	0	0.0%	0.0%
1	|	0	0	0.0	0.0
2	|*****	1	1	14.3	14.3
3	|	0	1	0.0	14.3
4	|*****	1	2	14.3	28.6
5	|*****	1	3	14.3	42.9
6	|	0	3	0.0	42.9
7	|**********	2	5	28.6	71.4
8	|**********	2	7	28.6	100.0
9	|	0	7	0.0	100.0
10	|	0	7	0.0	100.0
11	|	0	7	0.0	100.0
12	|	0	7	0.0	100.0

```
    ----+----+
        1    2
    FREQUENCY
```

Mean: 5.86
Standard Deviation: 2.27

Analytic Marking

1. ORGANIZATION AND SEQUENCE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	2	3	28.6	42.9
4	**********	3	6	42.9	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.43
Standard Deviation: 1.27

2. WORDING AND STYLE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	3	4	42.9	57.1
4	**********	3	7	42.9	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.14
Standard Deviation: 1.07

3. FOCUS OR THEME

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*	1	1	14.3	14.3
2		0	1	0.0	14.3
3	*	1	2	14.3	28.6
4	*****	5	7	71.4	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+
    5   10
  FREQUENCY
```

Mean: 3.43
Standard Deviation: 1.13

4. IDEAS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1		0	0	0.0	0.0
2	*****	1	1	14.3	14.3
3	**********	3	4	42.9	57.1
4	**********	2	6	28.6	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.43
Standard Deviation: 0.98

5. CHOICE OF DETAILS AND ELABORATION OF IDEAS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	3	4	42.9	57.1
4	**********	3	7	42.9	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.14
Standard Deviation: 1.07

6. SENTENCE STRUCTURE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2	*****	1	2	14.3	28.6
3	**********	3	5	42.9	71.4
4	**********	2	7	28.6	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 2.86
Standard Deviation: 1.07

7. USAGE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	4	5	57.1	71.4
4	**********	2	7	28.6	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+----+
    1    2    3    4
      FREQUENCY
```

Mean: 3.00
Standard Deviation: 1.00

8. PUNCTUATION AND USE OF CAPITALS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	2	3	28.6	42.9
4	**********	4	7	57.1	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+----+
    1    2    3    4
      FREQUENCY
```

Mean: 3.29
Standard Deviation: 1.11

9. SPELLING

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1		0	0	0.0	0.0
2	**********	2	2	28.6	28.6
3	*****	1	3	14.3	42.9
4	**********	3	6	42.9	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
      FREQUENCY
```

Mean: 3.43
Standard Deviation: 1.13

CHAPTER 3

SAMPLES OF PROCESS WRITING

This chapter contains four sample products on the process writing task. This task required students to explain how something is done or organized. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

How To Wash A Dog

The first step to washing your dog is to track the lovely little creature down. This may seem to be the most trivial and basic of tasks - hardly worth mentioning at all really, but, if you are of this opinion, you must really be new to this experience.

Most dogs can sense an impending bath almost before the master (and I use this term loosly) decides that one is required. These dogs also have several pre-arranged hiding places and escape routes. These should be observed for a fair amount of time, at least the day before the bath, to be able to pre-plan the capture of the offender. Blocking off any small holes (no matter how miniscule as a creative dog faced by a bath can ingeniously fit itself just about anywhere) as well as closing all doors leading outside is advised. Now you have the dirty little demon cornered. Learning wrestling holds may also be advised as the dog will struggle vigorously.

Lock the captured dog in a small room with no furniture or windows. Make sure the door is locked or else you may have to repeat Step 1. Now you are ready to run the water.

The water should be slightly warmer than room temperature. This prevents you from scalding your dog, or forcing him to stand in freezing water. Place the dog shampoo within easy reach of the tub (which is preferable if it is off the ground). You may now retreive your animal from the locked room.

Place a small barier (using such things as trunks or moving boxes) around the entrance of the room. This will hopefully prevent the mutt from escaping when you open the door. Fling open the door, catching the dog as he runs past you in an attempt to escape. You may now bath your dog.

You may notice that your dog will climb up your body as you try to immerse him in the water. Calmly detach yourself and firmly force your dog into the tub. Wet the entire surface of the coat and keeping one hand on the dog (to prevent the ever-watchful creature from escaping) grab the dog shampoo with the other. Apply and lather as you would your own hair. Rinse the dog thuroughly and throw a towel over him before you lift him out of the tub. This will prevent your getting wet when the dog shakes.

Using several towels, rub your dog unltil his is almost dry. You are now finished. Keep your dog in the house until he is completely dry.

If you have sucessfully reached this step congratulations! Next time you may choose to pay someone to do this for you.

GENERAL IMPRESSION MARK = 11

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	5
3.	Focus or Theme	5
4.	Ideas	4
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	5
7.	Usage	4
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 2

TRAINING A COLT

Training a colt is a process that needs patients and knowledge for the trainer's part. He must be able to select a colt that is well balanced and has the potential to learn what is being taught to it. Many hours must be spent with the colt so it trusts the rider and then it will do what it is asked.

An important part to start with is knowing the colt. If the rider has just bought the colt he does not know the total background of its breeding, at least not like as if it was raised by the family. This building of a relationship can be done by just watching its movements and the way it acts to certain items around the farm. The more the rider knows about the colt's responses, the easier he will be able to react to movements the colt does while he is riding it.

The colt itself has to build a trust in the rider. This is also done by the communication that is done while the rider watches and plays with the colt. The colt learns that the rider does not want to hurt it and he would not bring the colt into dangerous situations. This process could take many years because the colt's instincts doesn't give in to easily. While riding, the colt picks up bad experiences just as often as good ones so bad experiences should be avoided.

The actual training of the colt to be riden can take a few weeks to a few months. This includes just the basics of equitation and obedience to the simple commands that the rider may give. Training can mean a very wide range of knowledge to both the rider and colt and to train a colt to specialize in one field may take extensive months to be learnt well. Once the basics are learnt, however, the rider has to be skilled to teach the colt to specialize in one thing. This is when patients and trust in both parties becomes very important.

The building of knowledge is important but the importance of knowing what the animal is capable of is even more serious. The colt should be taught disapplen and obedence but that can not change its breeding. Its character can be molded but it does take time and trust between the rider and colt to make it successful.

GENERAL IMPRESSION MARK = 9

ANALYTIC SCALE		MARK
1.	Organization and Sequence	4
2.	Word Choice	4
3.	Focus or Theme	3
4.	Ideas	4
5.	Choice of Details/Elaboration	4
6.	Sentence Structure	4
7.	Usage	4
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 3

Shopping for the Right Dress

When deciding to go shopping for a new dress, there are many steps to take to make sure your day is sucessful! Make sure your in a good mood, go to a place with a large selection (like a mall) and make sure you have enought money.

There is nothing worse than going shopping in a bad mood. You simply can't make practical decisions when you are grumpy. You will probably end up with a bright, flashy, daring dress that you will never be able to wear. Always make sure that you pick a day you are relaxed and are not in a rush.

When you go to shop, pick a place where you can get a good selection. (Malls are ideal) There is nothing more upsetting than going to one store and finding that it doesn't fit, is the wrong color, or has a flaw. By going to a mall you widen the choices and are more likely to find something that you <u>really</u> like.

Finally, make sure you take enough money. Picture this: you have found this great dress for Grad. Pink taffeta, strapless, with silver sequins that glitter when the light hits them in a certain way. You look <u>fabulous</u> in it, and guess what, it's on sale, only 100.00. Too bad, you only have 60.00! UGH.....Need I say more?!

I hope these suggestions will help you pick up a great dress. Good Luck!!

GENERAL IMPRESSION MARK = 6

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	2
5.	Choice of Details/Elaboration	2
6.	Sentence Structure	3
7.	Usage	4
8.	Punctuation and Capitalization	4
9.	Spelling	5

SAMPLE 4

Organizing a Ringette Tournment

The first step is make up a team, when your team is ready to play a tournment. Pick up the phone and phone around in other towns and ask them if they have a team. If they do, ask them if they want to compeat. Get about six or seven different teams. When that is all done, get together and have a meeting about how to set rules, how many players on ice, what equipment to wear, who are the referees, score keeping, penalities, how long are periods, set a date to play, where to play, write all the players down, the most impertant part is get all the community members, one RCMP, one nurse or doctor, and the volunteers because everyone in our town has to know whats going on. another thing is order the trophies, medals, pins etc. right away. You propely why I asked a doctor or a nurse to come the reason is all the players has to be checked before entering on ice and when someone is hurt the doctor or a nurse would be there to help. And the RCMP has to be there cause the constable has to check the the player's bags to see if they have any drugs or liquir. When everything is agreed, put posters all over the town cause people would wanna come and see the game and to support your team.

GENERAL IMPRESSION MARK = 3

ANALYTIC SCALE		MARK
1.	Organization and Sequence	4
2.	Word Choice	2
3.	Focus or Theme	4
4.	Ideas	2
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	1
7.	Usage	1
8.	Punctuation and Capitalization	1
9.	Spelling	2

CHAPTER 4

RESULTS OF ESSAY WRITING

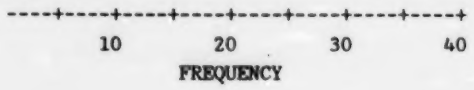
This chapter presents a summary of the scores assigned on the essay writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample essays along with the marks assigned by the provincial scorers.

English 200 & 201 Combined

General Impression Marking

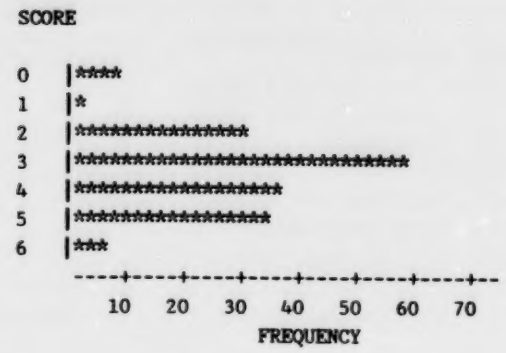
G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|********	8	8	4.5%	4.5%
1	|	0	8	0.0	4.5
2	|***	3	11	1.7	6.2
3	|***	3	14	1.7	7.9
4	|*********	9	23	5.1	13.0
5	|**************	14	37	7.9	20.9
6	|************************************	37	74	20.9	41.8
7	|***********************************	35	109	19.8	61.6
8	|********************	20	129	11.3	72.9
9	|*********************	21	150	11.9	84.7
10	|**********	12	162	6.8	91.5
11	|**********	12	174	6.8	98.3
12	|***	3	177	1.7	100.0



Mean: 6.92
Standard Deviation: 2.57

Analytic Marking

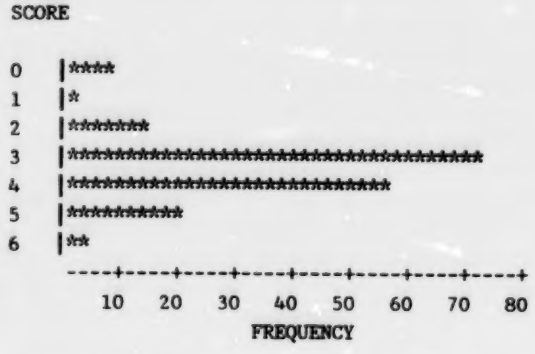
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	3	11	1.7	6.2
2	30	41	16.9	23.2
3	59	100	33.3	56.5
4	37	137	20.9	77.4
5	34	171	19.2	96.6
6	6	177	3.4	100.0

Mean: 3.36
Standard Deviation: 1.35

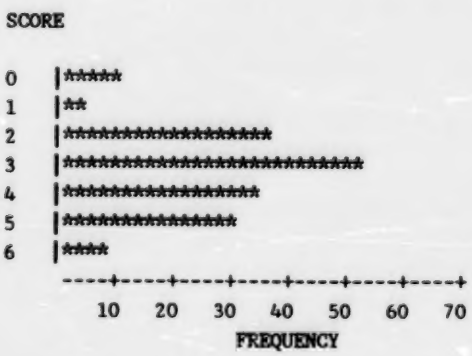
2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	2	10	1.1	5.6
2	14	24	7.9	13.6
3	73	97	41.2	54.8
4	56	153	31.6	86.4
5	20	173	11.3	97.7
6	4	177	2.3	100.0

Mean: 3.37
Standard Deviation: 1.17

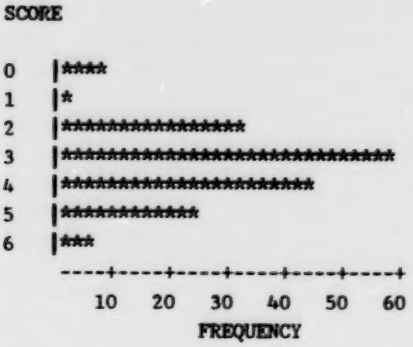
3. FOCUS OR THEME



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	10	10	5.6%	5.6%
1	4	14	2.3	7.9
2	36	50	20.3	28.2
3	53	103	29.9	58.2
4	35	138	19.8	78.0
5	30	168	16.9	94.9
6	9	177	5.1	100.0

Mean: 3.27
Standard Deviation: 1.44

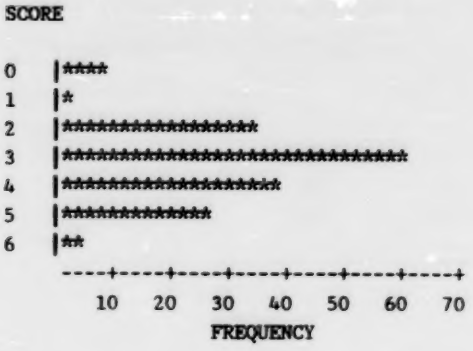
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	3	11	1.7	6.2
2	32	43	18.1	24.3
3	58	101	32.8	57.1
4	45	146	25.4	82.5
5	24	170	13.6	96.0
6	7	177	4.0	100.0

Mean: 3.29
Standard Deviation: 1.32

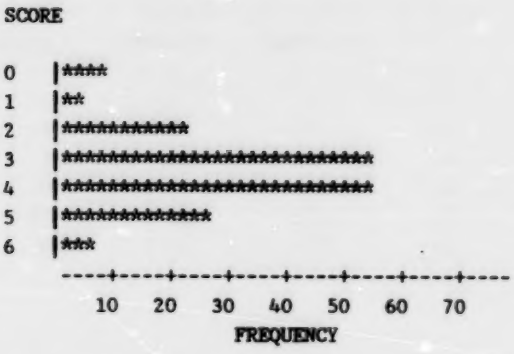
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	5.1%	5.1%
1	3	12	1.7	6.8
2	34	46	19.2	26.0
3	61	107	34.5	60.5
4	39	146	22.0	82.5
5	27	173	15.3	97.7
6	4	177	2.3	100.0

Mean: 3.21
Standard Deviation: 1.31

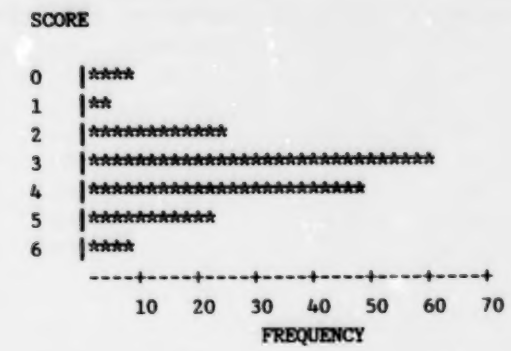
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	4	12	2.3	6.8
2	22	34	12.4	19.2
3	55	89	31.1	50.3
4	55	144	31.1	81.4
5	26	170	14.7	96.0
6	7	177	4.0	100.0

Mean: 3.42
Standard Deviation: 1.31

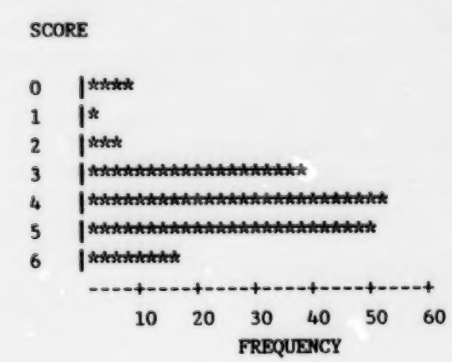
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	4	12	2.3	6.8
2	24	36	13.6	20.3
3	61	97	34.5	54.8
4	48	145	27.1	81.9
5	23	168	13.0	94.9
6	9	177	5.1	100.0

Mean: 3.37
Standard Deviation: 1.33

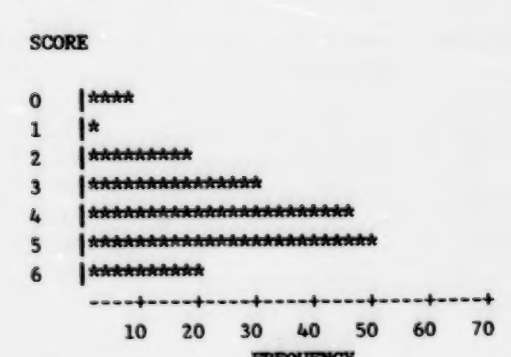
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	4.5%	4.5%
1	2	10	1.1	5.6
2	7	17	4.0	9.6
3	39	56	22.0	31.6
4	53	109	29.9	61.6
5	51	160	29.8	90.4
6	17	177	9.6	100.0

Mean: 3.97
Standard Deviation: 1.37

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	9	9	5.1%	5.1%
1	2	11	1.1	6.2
2	19	30	10.7	16.9
3	30	60	16.9	33.9
4	46	106	26.0	59.9
5	51	157	28.8	88.7
6	20	177	11.3	100.0

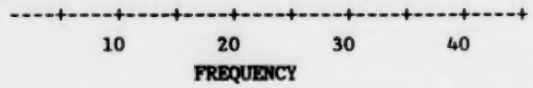
Mean: 3.89
Standard Deviation: 1.50

English 200

The following pages present the results for students enrolled in English 200 at the time of testing.

General Impression Marking

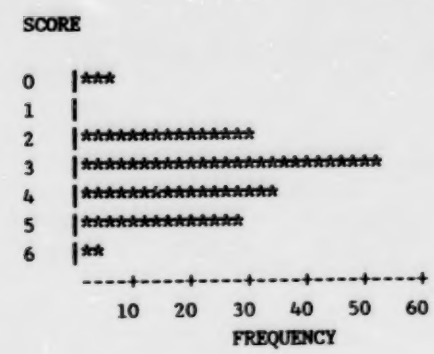
G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|*******	7	7	4.4%	4.4%
1	|	0	7	0.0	4.4
2	|**	2	9	1.3	5.7
3	|**	2	11	1.3	7.0
4	|********	8	19	5.1	12.0
5	|***************	14	33	8.9	20.9
6	|**********************************	33	66	20.9	41.8
7	|**********************************	33	99	20.9	62.7
8	|******************	18	117	11.4	74.1
9	|******************	17	134	10.8	84.8
10	|************	12	146	7.6	92.4
11	|***********	11	157	7.0	99.4
12	|*	1	158	0.6	100.0



Mean: 6.91
Standard Deviation: 2.50

Analytic Marking

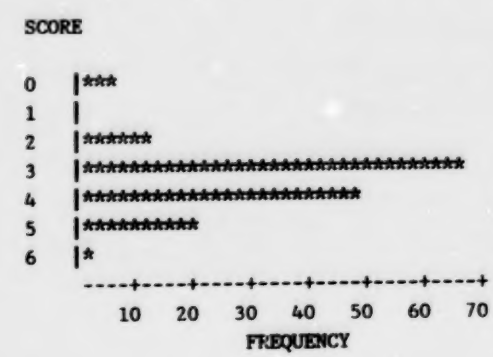
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	1	8	0.6	5.1
2	30	38	19.0	24.1
3	53	91	33.5	57.6
4	34	125	21.5	79.1
5	28	153	17.7	96.8
6	5	158	3.2	100.0

Mean: 3.33
Standard Deviation: 1.31

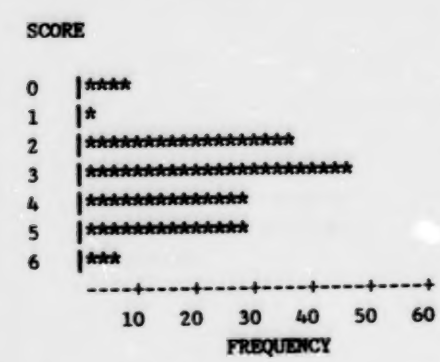
2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	1	8	0.6	5.1
2	13	21	8.2	13.1
3	66	87	41.8	55.1
4	49	136	31.0	86.1
5	20	156	12.7	98.7
6	2	158	1.3	100.0

Mean: 3.37
Standard Deviation: 1.14

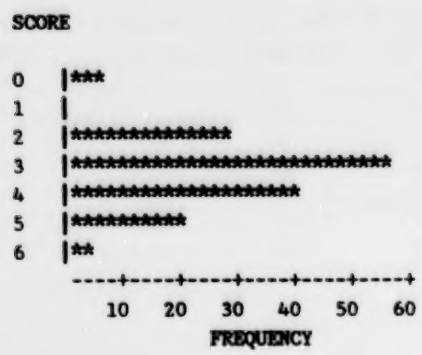
3. FOCUS OR THEME



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	5.1%	5.1%
1	3	11	1.9	7.0
2	36	47	22.8	29.7
3	47	94	29.7	59.5
4	29	123	18.4	77.8
5	28	151	17.7	95.6
6	7	158	4.4	100.0

Mean: 3.25
Standard Deviation: 1.41

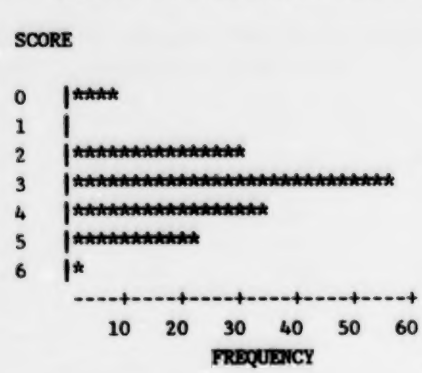
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	1	8	0.6	5.1
2	29	37	18.4	23.4
3	56	93	35.4	58.9
4	40	133	25.3	84.2
5	20	153	12.7	96.8
6	5	158	3.2	100.0

Mean: 3.27
Standard Deviation: 1.26

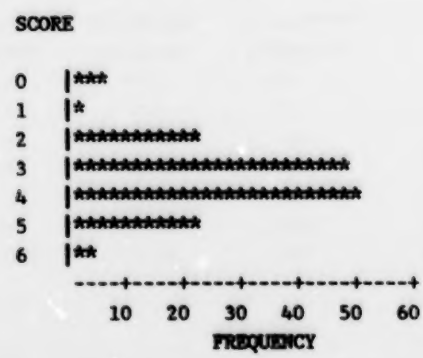
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	5.1%	5.1%
1	1	9	0.6	5.7
2	31	40	19.6	25.3
3	57	97	36.1	61.4
4	35	132	22.2	83.5
5	23	155	14.6	98.1
6	3	158	1.9	100.0

Mean: 3.21
Standard Deviation: 1.27

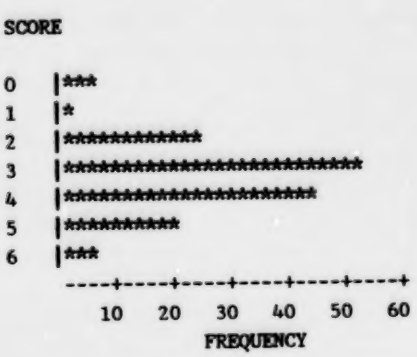
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	3	10	1.9	6.3
2	22	32	13.9	20.3
3	48	80	30.4	50.6
4	51	131	32.3	82.9
5	22	153	13.9	96.8
6	5	158	3.2	100.0

Mean: 3.39
Standard Deviation: 1.28

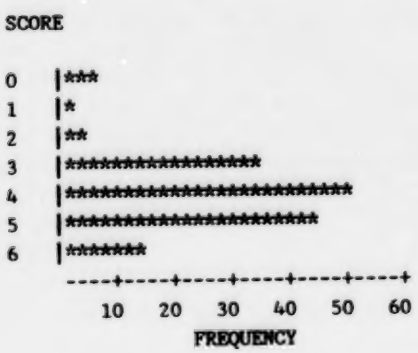
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	3	10	1.9	6.3
2	24	34	15.2	21.5
3	53	87	33.5	55.1
4	45	132	28.5	83.5
5	20	152	12.7	96.2
6	6	158	3.8	100.0

Mean: 3.33
Standard Deviation: 1.29

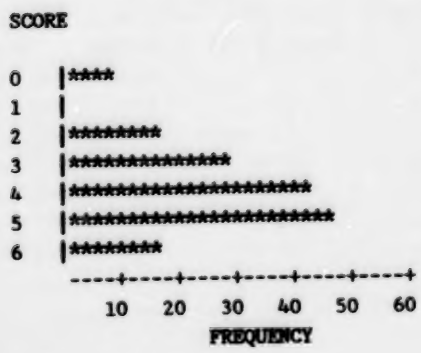
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	7	7	4.4%	4.4%
1	2	9	1.3	5.7
2	5	14	3.2	8.9
3	35	49	22.2	31.0
4	51	100	32.3	63.3
5	44	144	27.8	91.1
6	14	158	8.9	100.0

Mean: 3.96
Standard Deviation: 1.35

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	8	8	5.1%	5.1%
1	1	9	0.6	5.7
2	17	26	10.8	16.5
3	28	54	17.7	34.2
4	42	96	26.6	60.8
5	46	142	29.1	89.9
6	16	158	10.1	100.0

Mean: 3.88
Standard Deviation: 1.47

English 201

The following pages present the results for students enrolled in English 201 at the time of testing. Results must be interpreted with extreme caution due to the small sample size.

General Impression Marking

G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|	0	0	0.0%	0.0%
1	|	0	0	0.0	0.0
2	|*****	1	1	14.3	14.3
3	|*****	1	2	14.3	28.6
4	|	0	2	0.0	28.6
5	|	0	2	0.0	28.6
6	|***************	3	5	42.9	71.4
7	|*****	1	6	14.3	85.7
8	|*****	1	7	14.3	100.0
9	|	0	7	0.0	100.0
10	|	0	7	0.0	100.0
11	|	0	7	0.0	100.0
12	|	0	7	0.0	100.0

```
    ----+----+----+
        1    2    3
      FREQUENCY
```

Mean: 5.43
Standard Deviation: 2.15

Analytic Marking

1. ORGANIZATION AND SEQUENCE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	**********	2	2	28.6	28.6
2		0	2	0.0	28.6
3	*****	1	3	14.3	42.9
4	**********	2	5	28.6	71.4
5	**********	2	7	28.6	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.29
Standard Deviation: 1.70

2. WORDING AND STYLE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2	*****	1	2	14.3	28.6
3	**********	3	5	42.9	71.4
4	**********	2	7	28.6	100.0
5		0	7	0.0	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 2.86
Standard Deviation: 1.07

3. FOCUS OR THEME

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	*****	1	1	14.3%	14.3%
1	*****	1	2	14.3	28.6
2		0	2	0.0	28.6
3	**********	2	4	28.6	57.1
4	**********	2	6	28.6	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+
    1    2
  FREQUENCY
```

Mean: 2.86
Standard Deviation: 1.77

4. IDEAS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	**********	2	2	28.6	28.6
2	*****	1	3	14.3	42.9
3	*****	1	4	14.3	57.1
4	**********	2	6	28.6	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+
    1    2
  FREQUENCY
```

Mean: 2.86
Standard Deviation: 1.57

5. CHOICE OF DETAILS AND ELABORATION OF IDEAS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	**********	2	2	28.6	28.6
2	*****	1	3	14.3	42.9
3	*****	1	4	14.3	57.1
4	*****	1	5	14.3	71.4
5	**********	2	7	28.6	100.0
6		0	7	0.0	100.0

```
----+----+
    1    2
  FREQUENCY
```

Mean: 3.00
Standard Deviation: 1.73

6. SENTENCE STRUCTURE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	4	5	57.1	71.4
4	*****	1	6	14.3	85.7
5	*****	1	7	14.3	100.0
6		0	7	0.0	100.0

```
----+----+----+----+
    1    2    3    4
       FREQUENCY
```

Mean: 3.14
Standard Deviation: 1.21

7. USAGE

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2		0	1	0.0	14.3
3	**********	3	4	42.9	57.1
4	*****	1	5	14.3	71.4
5	**********	2	7	28.6	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.43
Standard Deviation: 1.40

8. PUNCTUATION AND USE OF CAPITALS

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1		0	0	0.0	0.0
2	**********	2	2	28.6	28.6
3	*****	1	3	14.3	42.9
4	*****	1	4	14.3	57.1
5	**********	3	7	42.9	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.71
Standard Deviation: 1.38

9. SPELLING

SCORE		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1	*****	1	1	14.3	14.3
2	*****	1	2	14.3	28.6
3		0	2	0.0	28.6
4	**********	3	5	42.9	71.4
5	**********	2	7	28.6	100.0
6		0	7	0.0	100.0

```
----+----+----+
    1    2    3
  FREQUENCY
```

Mean: 3.57
Standard Deviation: 1.51

CHAPTER 5

SAMPLES OF ESSAY WRITING

This chapter contains four sample products on the essay writing task. This task asked students to react to a newspaper article ("Killing with Kindness", by Richard J. Needham) by writing a personal opinion piece in which they were to present their view of what the relationship between a 16 year-old and his or her family should be. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

Around the age of 16, kids want to be recognized as capable individuals. They want people to trust in their ability and credibility, and be allowed to make some of their own decisions. They want to be trusted, but more importantly, to know that they are trusted. This relationship can be achieved without great sacrifice by either side if both parent and child are willing to be flexible. I know because I have gone through a great many teenage problems and have yet to go through more. No one description of the perfect relationship can be applied to every family, but the guidlines of every one are somewhat similar.

Trust is all important, and yet people must remember that it is a two way street where both parties involved must be willing to give a little. Parents must trust their teenage children to make decisions by themselves. Of course the parents should give the benefit of their advice, but the final decision should be up to the child. This gives the child a sense of independence and self-sufficiency which is important to teens. The child on the other hand should know that whenever their parents give them advice they are only trying to help and the child should take that advice into consideration before making a decision. Trust must be built over time. It comes from being open and honest and proving yourself worthy of another person's trust.

Respect is another ingredient in what I believe to be the recipe for a perfect relationship. If a child makes a decision about a matter concerning themself, unless the decision is clearly a bad one, without reason to back it up, the parents should respect the fact that by sixteen years of age a child has a pretty good idea of what is best for them. The teenager, for their part, must respect the fact that their parents have taken care of them for sixteen years, clothed them and fed them, and feel that they have some right to make decisions for their child. I had an opportunity in sport to join a provincial soccer team, which I didn't take because I was pursuing my interest in another sport, badminton. My parents failed to realize why I wouldn't jump at the chance for the soccer team. It wasn't their failure to understand that bothered me so much as compared to what it seemed to signify. I

got the impression that they didn't trust my ability to make decisions. Of course I know they only had what they believed to be my best interest at heart, but my point is that whether everything turns out good or bad, a child must be allowed to make decisions so that they may learn from their mistakes or profit from their successes.

The last two ingredients of my recipe fall to us, the teenagers in the families. The first being responsibility. Nothing makes a parent happier than to see their child blossom into a responsible young adult. When I got my first job and started going regularly to work, both of my parents expressed how pleased they were that I was doing something responsible and adult. I know getting a job sounds horrible for the sole purpose of proving a point to your parents, but I really enjoyed that job and it made me feel really good about myself.

The final factor goes hand in hand with responsibility, and that is maturity. No age can be set on when someone becomes mature, so again we teenagers must prove that we have reached a point in our lives where we can handle a lot more than we used to be able to. When the adult sees that their child is ready to be treated in a more adult maner, it is a complete change from your old relationship and it is a change that makes the child feel more important.

A relationship is something that must be worked at, but both parties involved must be willing to make a conscious effort to change. It all boils down to trust, and a little trust goes a long way. Sometimes, to keep a family together as a tight, firm unit, a member in that unit must be allowed to be a little more independent.

GENERAL IMPRESSION MARK = 12

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	5
3.	Focus or Theme	6
4.	Ideas	6
5.	Choice of Details/Elaboration	6
6.	Sentence Structure	6
7.	Usage	5
8.	Punctuation and Capitalization	6
9.	Spelling	6

SAMPLE 2

Is Sixteen Old Enough to Make Decisions?

A sixteen year old should be allowed to make his/her own decisions, and should be allowed to do things he/she feels are right. Parents need to understand that soon their children will be out on their own and they won't have anybody to tell them what to do. Kids also need to find out for themselves what the consequences can be if they make the wrong decisions, and finally, it's their children's own life.

Many parents do not realized that soon they will not be able to tell their son/daughter what to do. In the "real world" they will find that they will have to make decisions for themselves. If a sixteen year old is old enough to have a job and be able to drive, he/she should be allowed to make the decision to stay out until 2:00 a.m. or quit their job. The majority of parents don't understand that they have to let their children go at some point in time.

Kids need to find out for themselves what the consequences can be. The best way to grow up is to make some mistakes. For example: A sixteen year old has been given the privelege of taking the car for the night and has no curfew. He/she will soon learn that you simply can't get wonderful grades and keep a job when you wake up in the morning with hangovers and have great, black bags under your eyes from the night before. However the decisions your child makes will not always be wrong. Kids can learn greatly and become more independent and mature by being given more freedom. If God had intended for people to be perfect, he would have never made them teenagers.

Finally it is your child's own life. If he/she feels like going out to a party, he/she should be able to without having to get permission first. Each person has a right to his/her own freedom. If you are telling your teenager what to do, you are denying them that right that they are entitled to.

For all these reasons, I feel that sixteen is as good an age as any to let your teenager make his/her own decisions.

GENERAL IMPRESSION MARK = 8

ANALYTIC SCALE		MARK
1.	Organization and Sequence	4
2.	Word Choice	4
3.	Focus or Theme	5
4.	Ideas	4
5.	Choice of Details/Elaboration	5
6.	Sentence Structure	5
7.	Usage	4
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 3

"Killing With Kindness"

I partially agree with what Richard Needham said in his articles "Killing with Kindness".

Alot of parents over protect their children espicially those of third world countries such as Portugal.

Portuguese parents are really strick with their kids because they are constantly worried about them. If there is a school camping trip for about a few days, the portuguese students will be doing alot of begging to go. The boys have a chance but the girls don't have a prayer. The girls can't go anywhere without somebody that the parents trust watching her or escorting her. Simply going to the mall by their selves would be a challenge. The only time a girl is let go is when she gets married. In that situation I agree with what Mr. Needham says.

But you can't expect for a sixteen year old to just pack up and be on his/her way. Most sixteen year old kids don't have a job. "No problem get a job" you'd say. It's not that easy. First it would be hard to find a job and then when you find a part-time job you would probably have no time for your friends because you have to work after school. There is no chance that you could make enough money from a part time job and still pay the rent, bills, and food expenses not to mention the transportation.

So you probably quit school start working full-time and made enough money for your needs. What about your diploma?

18 years old is the perfect age for making decions and standing on your own two feet.

At 18 you've finished school probably have a full-time job and it's probably a good job because you have a diploma.

Parents don't let your kids leave home before they have their high school diploma. By that time they'll be 18 years old and become an adult. They'll thank you for it.

But don't give them any reason for them to leave home either. Let them go out by themselves and let them make choices of their own. Don't pamper them either. If you do pamper them then they'll expect it all the time and never learn for themselves.

I could understand how that houswife must have felt never being able to do nothing for herself because her husband feared for health.

She feels just like when a little boy is about to build a bird house or a dog house. He'll feel so good when he's finished because he'll know that he made it by himself. But his dad steps in and wants to help because he doesn't want his son to hurt himself by cutting a finger with the saw or accidently crushing his fingers with the head of a hamner will attempting to drive a nail through a piece of wood. When its completed the father will say "good job son" and the son will be thinking "gee thanks for nothing. You've built a nice bird house".

That's how the housewife feels. Like the little boy.

GENERAL IMPRESSION MARK = 5

ANALYTIC SCALE		MARK
1.	Organization and Sequence	2
2.	Word Choice	2
3.	Focus or Theme	3
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	3
8.	Punctuation and Capitalization	3
9.	Spelling	3

SAMPLE 4

I think a 16 year old should have some responsebilities but they should also be able to be free to do alot of things that people there age are able to do. When I was 16 I was able to do almost anything I wanted to, I had no curfew I went to bars I as able to smoke at home. But they also should have some responsebilities like working doing some house work and the most important going to school because you really can't get a good job with out an education. So I think that is the most important responsibilities.

The restrictions I have at home are very limited I have to work clean up after myself and if I don't I get in trouble. I also have to go to school or I will have to move out. Those are about the only thing I have to do, but if I smoke I have to buy my own and I am not aloud to do drugs or use alchol in my house or Ill get in alot of trouble.

The other kids who also live with there parents should not be able to use drugs or drink at home unless there 18 or older, unless it is a special occation.

GENERAL IMPRESSION MARK = 3

ANALYTIC SCALE		MARK
1.	Organization and Sequence	1
2.	Word Choice	2
3.	Focus or Theme	2
4.	Ideas	2
5.	Choice of Details/Elaboration	2
6.	Sentence Structure	2
7.	Usage	2
8.	Punctuation and Capitalization	3
9.	Spelling	3

CHAPTER 6

RESULTS OF SPELLING TEST

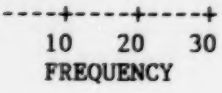
This chapter presents the results of the spelling test. Students were presented with a list of twenty words to spell. The words were spoken in isolation, used in a sentence, and finally repeated in isolation for the students.

English 200 & 201 Combined

Word	Percentage of students spelling word correctly	Word	Percentage of students spelling word correctly
1. tongue	86.4%	11. development	61.6%
2. library	93.2	12. restaurant	84.2
3. quotation	94.4	13. ineligible	42.9
4. environment	77.4	14. misspell	62.7
5. thoughtful	89.8	15. complaints	92.1
6. occurred	44.1	16. mosquito	74.6
7. insincerely	63.8	17. basically	82.5
8. remembrance	57.1	18. grudge	90.4
9. facilitate	75.1	19. prejudicious	48.6
10. diagnostic	83.6	20. parliament	32.2

Distribution of Total Numbers of Words Spelled Correctly

NUMBER OF WORDS SPELLED CORRECTLY		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	****	8	8	4.5%	4.5%
1		0	8	0.0	4.5
2		0	8	0.0	4.5
3		0	8	0.0	4.5
4		0	8	0.0	4.5
5		1	9	0.6	5.1
6		0	9	0.0	5.1
7		1	10	0.6	5.6
8		1	11	0.6	6.2
9	**	4	15	2.3	8.5
10	****	9	24	5.1	13.6
11	***	7	31	4.0	17.5
12	****	8	39	4.5	22.0
13	*******	14	53	7.9	29.9
14	**********	27	80	15.3	45.2
15	**********	23	103	13.0	58.2
16	*****	10	113	5.6	63.8
17	**********	24	137	13.6	77.4
18	*********	19	156	10.7	88.1
19	*****	11	167	6.2	94.4
20	*****	10	177	5.6	100.0



Mean: 14.37
Standard Deviation: 4.32

English 200

Word	Percentage of students spelling word correctly	Word	Percentage of students spelling word correctly
1. tongue	86.7%	11. development	57.6%
2. library	93.0	12. restaurant	82.9
3. quotation	94.3	13. ineligible	41.1
4. environment	76.6	14. misspell	61.4
5. thoughtful	89.2	15. complaints	91.8
6. occurred	44.3	16. mosquito	72.8
7. insincerely	62.0	17. basically	82.3
8. remembrance	56.3	18. grudge	91.1
9. facilitate	74.7	19. prejudicious	48.1
10. diagnostic	82.9	20. parliament	30.4

Distribution of Total Numbers of Words Spelled Correctly

NUMBER OF WORDS SPELLED CORRECTLY		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	****	8	8	5.1%	5.1%
1		0	8	0.0	5.1
2		0	8	0.0	5.1
3		0	8	0.0	5.1
4		0	8	0.0	5.1
5		0	8	0.0	5.1
6		0	8	0.0	5.1
7		1	9	0.6	5.7
8		1	10	0.6	6.3
9	*	3	13	1.9	8.2
10	****	9	22	5.7	13.9
11	***	7	29	4.4	18.4
12	****	8	37	5.1	23.4
13	******	13	50	8.2	31.6
14	**********	27	77	17.1	48.7
15	**********	20	97	12.7	61.4
16	***	7	104	4.4	65.8
17	*********	19	123	12.0	77.8
18	********	17	140	10.8	88.6
19	*****	10	150	6.3	94.9
20	****	8	158	5.1	100.0

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10 20 30 40
FREQUENCY

Mean: 14.20
Standard Deviation: 4.37

English 201

Word	Percentage of students spelling word correctly	Word	Percentage of students spelling word correctly
1. tongue	71.4%	11. development	100.0%
2. library	85.7	12. restaurant	100.0
3. quotation	85.7	13. ineligible	42.9
4. environment	57.1	14. misspell	85.7
5. thoughtful	85.7	15. complaints	85.7
6. occurred	0.0	16. mosquito	71.4
7. insincerely	71.4	17. basically	85.7
8. remembrance	42.9	18. grudge	57.1
9. facilitate	71.4	19. prejudicious	28.6
10. diagnostic	71.4	20. parliament	28.6

Distribution of Total Numbers of Words Spelled Correctly

NUMBER OF WORDS SPELLED CORRECTLY		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0		0	0	0.0%	0.0%
1		0	0	0.0	0.0
2		0	0	0.0	0.0
3		0	0	0.0	0.0
4		0	0	0.0	0.0
5	*****	1	1	14.3	14.3
6		0	1	0.0	14.3
7		0	1	0.0	14.3
8		0	1	0.0	14.3
9	*****	1	2	14.3	28.6
10		0	2	0.0	28.6
11		0	2	0.0	28.6
12		0	2	0.0	28.6
13	*****	1	3	14.3	42.9
14		0	3	0.0	42.9
15	*****	1	4	14.3	57.1
16	*****	1	5	14.3	71.4
17	*****	1	6	14.3	85.7
18	*****	1	7	14.3	100.0
19		0	7	0.0	100.0
20		0	7	0.0	100.0

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1
FREQUENCY

Mean: 13.29
Standard Deviation: 4.72